DOCUMENT RESUME

ED 371 850 PS 022 442

TITLE On-the-Spot Course: Early Childhood Education in Kenya (July 13-30, 1993). Report.
INSTITUTION Golda Meir Mount Carmel International Training Centre, Haifa (Israel).
PUB DATE Jul 93
NOTE 42p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Techniques; Course Descriptions; *Courses; Curriculum Development; Developmental Stages; Educational Games; Foreign Countries; International Educational Exchange; Parent Teacher Cooperation; Play; *Preschool Curriculum; Preschool Education; Questionnaires; *Teacher Education; *Teaching Methods; Workshops
IDENTIFIERS *Kenya

ABSTRACT

This report describes a course on early childhood education methodology and practice that was held at Machakos, Kenya, for 28 Kenyan early childhood teachers, social workers, and teacher educators. In addition to presenting developmental profiles of preschool children, the 12-day course addressed language enrichment activities as precursors to reading, the effects of reading instruction at a very early age, parent teacher cooperation, childhood emotional development, and children with special needs. Instruction was accomplished through lectures, small group activities, hands-on demonstrations, and field trips. The course stressed the need to actively involve children in their own education, adopt programming that meets the children's developmental needs, use educational games, foster experiential learning, and read stories to children. The report discusses the condition of early childhood education in Kenya, the planning and preparation of the course, course content and procedures. Accommodations provided to the instructors are also described. Ten appendixes provide: (1) a list of course participants; (2) the actual course program; (3) correspondence; (4) an evaluation questionnaire; (5) a speech by the chair of the Masaku County Council; (6) the graduation program; (7) the graduation certificate; (8) the original course program; (9) additional correspondence; and (10) a report by the course organizer. (MDM)

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REPORT

ON-THE-SPOT COURSE

EARLY CHILDHOOD EDUCATION

IN KENYA

13th July to 30th July 1993

THE GOLDA MEIR MOUNT CARMEL INTERNATIONAL TRAINING CENTRE
12 David Pinsky Street, Haifa, 34351, Israel.

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I. GENERAL INTRODUCTION

Janet Melinda attended a course on Community Development at MCTC in 1993. Upon her return to Kenya, she initiated an on-the-spot course in Early Childhood Education, believing that the knowledge and experience of MCTC in this subject would be beneficial in Machakos.

In the rural areas of Kenya, knowledge and resources in the subject of preschool education are sorely lacking. Thus there was a need for an on-the-spot course to enrich those responsible for developing understanding of the needs of kindergarten children.

As an employee of the Machakos City Council and a trainer of Early Childhood Education personnel in Machakos, Janet Melinda acted as the liaison between the Israeli Embassy and the County Clerk of the County Council, who sponsored the course.

The course took place in a teachers' training centre belonging to the Machakos County Council. The participants were housed in dormitories at the centre.

In the 1960's, with the cooperation of Kenya, Israel established a school for social workers in Machakos. Although the school is now closed, the area is still referred to as Kenya-Israel by local residents. Conducting the course in this town added significance.

II. GENERAL INFORMATION

Name of Course: Early Childhood Education

Language: English

Implementing Institution: The Golda Meir Mount Carmel International Training Centre (MCTC)

Country: Kenya

Sponsors: Masaku County Council, Machakos County Dept. of Education

Duration: 13 July 1993 to 30 July 1993 (17 days)

Objectives:

At the termination the participants would have:

- understood the needs and the uniqueness of young children;
- recognized that learning is fun;
- experienced methodologies currently influencing Early Childhood Education in Israel;
- extended their knowledge of language enrichment through a variety of activities;
- considered reading in a broader spectrum including comprehension and world knowledge;
- prepared learning activities for 3 to 6 year old children.

The Israeli Team:

Ms. Janette Hirschmann	MCTC staff; B.A. in Psychology and Sociology; Post-graduate Diploma in ECE; Director of ECE courses (in English).
Ms. Haggith Gor Ziv	M.A. in Education; Lecturer in ECE at Seminar Hakibbutzim, Teacher Training College, Tel Aviv

Location: Machakos teacher training centre.

Participants:

(See Appendix 1 for list of participants)

There were 28 participants, all employed by the county - social workers, teachers and two teacher trainers. The women were in the majority (24), but there were also four male participants. Many of the participants were passive, while others took an active part. There was a feeling of heaviness and lethargy during the course, and it wasn't clear if this was a result of cultural behavior or due to the mediocre level of the course participants.

III OVERVIEW:

The 12 day course was implemented in Machakos by two Israeli educators in cooperation with Masaku County Council. It was organized by Ms. Janet Melinda. Prior to this on-the-spot course, she had participated in a course on Community Development at MCTC in 1993.

The course was dedicated to language enrichment activities as precursors to reading. The activities selected for this purpose were chosen to enable the educators to create learning situations which would promote the children cognitively, socially and emotionally as well as psycho-motorwise. It was hoped that in this way, the children would become more literate and the learning-to-read process would be facilitated. Examples of such activities are: excursions into the environment, story-telling and development of ideas, use of low-cost materials and nature "finds".

The participants submitted the request that time be devoted to the controversial issue of reading at an early age. They reported that much pressure was being exerted upon them by parents to achieve this prestigious goal. The trainees expressed the need for this pressing issue to be examined during the course.

In addition, due to a request by the participants, time was devoted to the subjects of working with parents, emotional development of children, dealing with children's emotional problems and children with special needs.

Participants expressed their satisfaction during the final evaluation. Some of them began to plan courses for pre-school teachers in their regions, according to the model they received.

IV PLANNING:

The planning was done on the basis of background information taken from the library, on the situation of preschool education in Kenya. Direct contact with Ms. Janet Melinda was not possible due to problems with the international telephone line. It became evident that very few participants had any theoretical background in ECE, most having learned on the job.

Questionnaires were completed by the participants and sent to MCTC by the Kenyan organizers, along with a list of general subjects they wished to be dealt with during the course. The list was divided into topics for the community workers and those for the kindergarten teachers. They also indicated that some of the topics would be covered by local teachers. Because the list encompassed a wide range of subjects, it wasn't very helpful in planning the course. A list of questions was sent to the organizers. (See Appendix 3)

A suggested program was sent to the organizers before the beginning of the course. It was approved by Mr. Mbondo, the County Clerk. (See Appendix 2)

V PROGRAM AS IMPLEMENTED

(For Course Program as implemented see Appendix 4)

Few changes were made in the original program, except during the last week, at the participants' request.

The Israeli team visited several rural pre-schools prior to the commencement of the course and observed formal teaching, rote learning of the alphabet and of counting. It was clear that the children's needs were not being taken into account, nor was there much understanding of how children learn.

The team therefore decided to stress active learning and the concept that "learning can be fun". The training program began with a "getting acquainted session", where lively games were played.

Every morning, the program began with a presentation of the daily schedule in pictorial form with a brief captions, such as: "Today we will work in small groups", etc. The objective of this technique was manifold:

a) Above all, the children would be exposed to the written word and grasp the concept that a message lies behind the written word.

b) The children would be informed of the daily schedule.

c) Gradually the children would learn to read the captions as a direct outgrowth of this process.

A similar technique was used on a daily basis when singing children's songs. It was hoped that the teachers would adopt this strategy in their own classrooms.

The first academic exercise was for small groups of participants to create a developmental profile of 3 - 6 year olds from the point of view of cognitive, emotional, social and psycho-motor development. At the end of the exercise, an in-depth examination of what had been listed by the participants provided a baseline for future topics presented in the course. It was clear that many of the participants had never thought of pre-schoolers as children; on the contrary, they had always conceived of them merely as small adults.

It was agreed by all that abstract thinking is not well developed in 3 - 5 year olds. The abstract concept of time, for example, cannot be properly grasped by this age group; therefore it is pointless to teach them how to read the clock. It was also agreed that the concentration span of a 3 - 5 year old is limited to approximately 15 minutes. Therefore it is unrealistic to expect him/her to sit and listen to a teacher for 45 minutes.

The outcome of this exercise was the consensus established between the tutors and the trainees about the needs of 3 - 6 year olds, how they learn, their abilities, their limitations and the role of the educator.

The objective of the course was to present an alternative method of teaching reading and writing. Pre-reading activities were frequently requested and the Israeli team found it necessary to explain that all the course activities were in fact, "reading readiness" activities.

In addition, an exercise was presented to emphasize the importance of comprehension and "world knowledge" in the reading process. A lecture was delivered which presented all aspects of development which must be taken into account in order for the child "to be ready" to learn to read - the environment, the state of health of the child, the level of language development, emotional growth, etc.

It became very clear that reading had never been considered in such a broad spectrum. Following the exposure described above, it appeared that the issue of teaching reading had now assumed richer and deeper dimension for the participants.

A collection of home-made games (such as puzzles, lotto, dominoes, track games, matrix games, association and memory games) was brought to Kenya by the Israeli team. These games were presented to the participants, who played with them enthusiastically and enjoyed them very much.

The active participation in games was an important <u>experiential</u> learning experience for the teachers. They needed to <u>play by themselves</u> in order to fully grasp the benefit and pleasure derived from learning by playing games. A discussion ensued on what children could learn through playing similar games and a number of hours were devoted to preparation of games by the participants.

A trip was conducted in the immediate environment. Within a short space of time, an impressive collection of plants, stones and living things was gathered. The remainder of the day was dedicated to the setting up of an exhibition of the findings, as well as to making games and preparing activities which can be played alone or in small groups.

The participants were astounded by the number and variety of activities which could be created from materials gathered from the natural environment. They readily grasped how these materials can be used to stimulate development in all domains, and although some of them had learned about this during their training, none of them were using this strategy in their classrooms.

Emphasis was placed on the importance of teaching children to play independently so that the kindergarten teacher could be free to facilitate and supervise.

Children are not generally exposed enough to the written word at home. The experience of having a story read aloud to them by a parent is a rare occurrence. Thus a very heavy burden falls on the educators, to attempt to bridge this gap.

Accordingly, a story was read aloud to the participants each day. This was in keeping with the additional aspect of pre-reading skills which the team wished to inculcate in the trainees - the value of reading stories and books <u>aloud</u> to children.

The benefits of such can be manifold:

a) In this manner children hear the language of literature (as opposed to the spoken language).

b) They learn about books and the construction of stories (a beginning, a middle and an end).

c) They learn about cause and effect. The discussion which takes place after the actual reading of a story is a stimulating experience as well.

d) The children learn to ask and to answer questions.

e) Concentration span is developed and the child's listening comprehension skills are sharpened.

Above and beyond the technical skills of decoding, the team firmly believes it to be of great importance to inculcate in the trainees the value of:

a) reading stories to children;

b) a book corner where children can browse and read to themselves;

c) a miniature lending-library, where books can be taken home by the children, so they can be shared with the family.

Time was devoted to the subject of the significance of exposure to a wide range of languages at the preschool age. In Kenya, children are taught to read and write in English at a very young age, even though they speak other local languages. This tends to confuse them. During the course, events and behavior were analyzed, relating to the subject of exposure to many languages, and of the demands of the school to carry out reading in a language which is not clearly understood by the children, and of its effect on learning. The importance of having a spoken vocabulary in the language in which they learn to read, was emphasized, and the question was raised as to whether there is a relation between this problem and the large number of school dropouts, especially in the rural areas.

Prior to the trainees' exposure to this intensive course, it had never occurred to them that it was possible to actively provide creative solutions to the lack of didactic equipment without having to incur great expense. Thus, in view of the lack of children's books in Kenya, several hours were dedicated to the making of books.

The educational environment of the kindergarten (i.e. the physical arrangement and the program) was introduced at this juncture and the Israeli model was presented on video. The group went to observe in a number of kindergartens in the vicinity and a lively discussion followed about what they had seen there in relation to the educational environment and the teacher's role.

The Israeli lecturers introduced the participants to the concept of "Parent Effectiveness Training" as developed by Dr. Thomas Gordon. This model stresses tools for effective communication - based on expressing one's own feelings and needs and listening to those of others. Consequently, the trainees planned and role-played innovative parent-teacher meetings.

An additional pre-reading strategy which can increase the children's grasp of the world around them is the thematic approach which was introduced to the trainees. They were divided into small groups. Each group chose a topic and then began to plan activities which could be presented and developed in various areas in the kindergarten. Daily and weekly schedules were discussed. The concept of large time blocks allotted for activities was new to the trainees.

Written materials relevant to the course were sent in advance by the Israeli team for the participants' use. They were photocopied by the organizers and distributed according to the relevant subject.

Equipment and Teaching Aids:

The Teacher Training Centre provided basic materials such as paper, colours, glue and scissors. The slide projector was provided by the Israeli Embassy, which also rented a T.V. and video from the Garden Hotel to show Israeli and Kenyan cassettes relating to ECE.

Accommodations:

The organizers arranged accommodation for the Israeli team at the Garden Hotel, which was very satisfactory.

Transportation

The team usually walked to work and sometimes drove in the municipal car.

VI EVALUATION BY THE PARTICIPANTS:

(For Final Evaluation Questionnaire - See Appendix 4)

The participants were requested to fill out a Final Workshop Evaluation Questionnaire, where they were asked to rate the items according to a scale ranging from "excellent", "good" to "average", "fair" and "poor".

1. The participants rated the overall program, the program contents, instructor effectiveness, skills practiced and group discussions and interaction as 'good' and 'excellent'.

2. The participants felt that they had learnt a lot and that the concepts and skills presented throughout the course would be helpful when they returned to their work setting.

3. The participants expressed a need for a similar course in future, but of longer duration.

4. The aspects which they found to be most helpful were:

Methodology of teaching	12
Methodology of working in kindergartens in Israel	8
Child development	9
Parent involvement (to assist in preschools)	5
Trip	3
Group discussions	3
Kindergarten management	1
Dealing with emotional problems	8

Comments by the Participants:

- "Some of the methods used in Israel cannot be employed in Kenya because children are tested before school entry."

- "In Kenya the timetable is not good and we should change it."

- "I have learnt a lot and will be able to educate the community." (8)

- "Developing games and learning activities from indigenous materials helps one to be resourceful and creative". (9)

- "Understanding what reading is all about, although some ideas presented were in conflict with local practices, they have given us a lot of new approaches to think about" (12)

- parent education (8) - "This approach gave me more insight into parents' attitudes."

Suggestions for Improvement:

Participants recommended that in future, courses should run for three months and should be available for all preschool teachers.

VII COMMENTS AND RECOMMENDATIONS BY THE ISRAELI TEAM

The Israeli team was impressed by the strong determination of those working in ECE to improve education in their country, despite the difficult conditions in which they work.

Because Machakos is some distance from Nairobi, the team was unable to meet with higher level professionals in the field of preschool education, during the course. It would have been better if the team had had more time to learn about the specific problems encountered in the rural areas, prior to conducting the course.

They felt that their professionalism was wasted, as most of the participants were lacking in education and knowledge about preschoolers. They were also very shy and thus their ability to take advantage of the course was limited. The team left with the feeling that their time had not been utilized well.

They believe a course should be organized for those who are responsible for ECE at the district level, so they will be able to train others in the future.

During a visit to a local kindergarten, the team saw a wide range of local materials used for children's learning and playing. They suggest that the second week of the course be devoted to furnishing a kindergarten, using local materials and building a program together with the local professionals. This could then serve as a concrete example for running a kindergarten according to the needs of the children. Once the participants are trained, they can then disseminate the knowledge that they have gained.

Halfway through the course, the participants were asked to evaluate its efficacy and to state the subjects in which they wanted to go into greater depth. According to their requests, minor changes were made in the program. The participants asked to go into greater depth in the subjects of emotional development of children and dealing with emotional problems, and in the subject of children with special needs. These subjects aroused their interest and led to greater participation of the students.

In the opinion of the Israeli team, on-the-spot courses should be limited to one country at a time, so they have a week to learn the problems of that country.

Opening and Closing Ceremonies

The Opening Ceremony was held at the Machakos Training Centre. Mr. Roy Gilad, the Second Secretary, who represented the Israeli Embassy; Mr. Francis M. Kasoa, the Chairman of the Masaku County Council; and Mr. Stephen Mbondo, The County Clerk, made opening speeches. Dignitaries of various departments of the County Council were also present. The participants welcomed the Israeli team with a prayer and a number of songs of welcome and dances.

At the Closing Ceremony, a distinguished number of dignitaries were present

(For the Chairman's speech and the list of speakers, see Appendix 5).

Certificates of completion were presented by His Excellency, the Ambassador of Israel and the Chairman of the Masaku City Council. A short presentation of songs of appreciation and dances was performed by the participants and the atmosphere was very convivial.

An exhibition of games and activities created by the participants was mounted and explanations were given by them.

The Israeli team would like to express their appreciation and thanks to the Second Secretary and his wife, Mr. and Mrs. Roy Gilad, who were very friendly and supportive, came out to Machakos one Saturday to take them on a tour, entertained them in their home and introduced them to various tourist

attractions in Nairobi. The Ambassador, who had been on home leave for most of the Israelis' stay in Kenya, invited them to his home. Unfortunately this meeting did not take place due to previous engagements.

On Saturday the sponsors took the Israeli team on a tour of the region, mainly to show them the way of life and problems of the people in the region. The team especially noticed the poverty and distress of the region. They were also taken to see income-generating activities in the area.

Njoka Elias Njage has been promoted from the Nairobi City Council to the Ministry of Education and a number of other graduates of the courses on ECE at MCTC are presently in charge of ECE at the district level. Of these, the team met with the following graduates: Leonida Owegi, Catherine Koori, Esther Kariuki, Humphrey Odenyi and Margaret Ngigi. In a meeting with Margaret Kabiru, co-ordinator for the National Centre for ECE at the Kenya Institute of Education, the suggestion was made by the Israeli team that a course be held for those responsible for ECE in all the districts.

The MCTC member of the Israeli team had the opportunity to meet some of the graduates of ECE courses in Haifa, and a proposal was made that they could try to organize a MCTC Alumni Committee in order to exchange professional information. Mr. Humphrey Odenyi of Kakamega kindly took upon himself the responsibility of doing so. The Second Secretary agreed that the Embassy could be a venue for their meetings.

The graduates were all invited to a Shalom party in Machakos, hosted by Mr. Roy Gilad. Considering the distance from Nairobi and the size of Kenya, a large number of graduates turned up. Mrs. Hirschmann was unfortunately not able to be present as, at the request of the Ambassador and the Mayor of Nairobi, she attended a seminar held by the City Commission of Nairobi on "Education Towards the 21st Century". This was a very interesting meeting and gave an insight into the various problems being encountered and suggestions for coping with them.

Appendix 1

MASAKU COUNTY COUNCIL TRAINING CENTRE ON THE SPOT COURSE

	FULL NAME	DESIGNATION	STATION	CONTACT ADRESS
1.	BERNARD M. MBALUKU	DIVISIONAL S.D.A.	MASII/MWALA DIVISION	P.O. BOX 219 MASII
2.	MAGDALENE M. MUINDE	NURSERY TEACHER	KWAMUTULA PRE-SCHOOL	P.O. BOX 58, MBIUNI
3.	MICHAEL MUUO WAITA	LOCATIONAL S.D.A.	MASINGA LOCATION	P.O. BOX 99, MASINGA
4.	JEMIMMAH M. KALELI	NURSERY TEACHER	MASII TOWN SHIP PRE-SCHOOL	P.O. BOX 168, MASII
5.	ROSE MUSYOKA	NURSERY TEACHER	KWASUVU PRE-SCHOOL MASINGA LOC.	P.O. BOX 33, MATUU
6.	PENNINAH G. MUINDI	LOCATIONAL S.D.A.	KYANZAVI LOCATION	P.O. BOX 68, DONYO SABUKU
7.	DOMITILA K. MUNYAO	DIVISIONAL S.D.A.	KATHIANI DIVISION	P.O. BOX 58, KATHIANI
8.	TABITHA M. MUSYOKA	LOCATIONAL S.D.A.	MBIUNI LOCATION	P.O. BOX 90, MBIUNI
9.	ROSE M. MAKAU	NURSERY TEACHER	THINU PRE-SCHOOL MITABONI LOC.	P.O. BOX 882, MACHAKOS
10.	MARCELLINE N. MUTISYA	LOCATIONAL S.D.A.	MWALA LOCATION	P.O. BOX 3, MWALA
11.	BRIGITA MUTAVE MUANGE	DIVISIONAL S.D.A.(TRAINER)	MASAKU COUNTY TRAINING CENTRE	P.O. BOX 911, MACHAKOS
12.	HENRY STANLEY M. KALELI	DIVISIONAL S.D.A.	MASINGA DIVISION	P.O. BOX (99, MASINGA
13.	ELIZABETH M. KISWILI	LOCATIONAL S.D.A.	MUTHETHENI LOCATION	P.O. BOX 1, MUTHETHENI
14.	WINFRED M. MUTUA	LOCATIONAL S.D.A.	WAMUNYU LOCATION	P.O. BOX 1,WAMUNYU
15.	CHRISTINE K. MATEE	LOCATIONAL S.D.A.	NDALANI LOCATION	P.O. BOX 34, KITHIMANI
16.	JOYCE K. NGUMI	DIVISIONAL S.D.A.	YATTA DIVISION	P.O. BOX 19, KITHIMANI
17.	MARTHA MUUO	LOCATIONAL S.D.A.	MATUU URBAN COUNCIL	P.O. BOX 292, MATUU
18.	STELLAMARIS W. MBITHI	NURSERY TEACHER	KAUMON PRE-SCHOOL	P.O. BOX 59, MATUU
19.	PRISCILLA N. KITIKU	LOCATIONAL S.D.A.	KINYAATA LOCATION	P.O. BOX 13, KATANGI
20.	PATRICIA S. PIUS	NURSERY TEACHER	MATUU URBAN COUNCIL	P.O. BOX 7, MATUU
21.	CHRISTINE MUMBUA	NURSERY TEACHER	MASAKU COUNTY CHILDREN'S HOME	P.O. BOX 1445, MACHAKOS
22.	REDEMPTA MBITHE	NURSERY SCHOOL TEACHER	MASAKU COUNTY CHILDREN'S HOME	P.O. BOX 1445, MACHAKOS
23.	JANET NZILANI MALINDA	LOCATIONAL S.D.A. TRAINER	MASAKU COUNTY TRAINING CENTRE	P.O. BOX 911, MASINGA
24.	PETRONILLA M. NZIOKA	LOCATIONAL S.D.A. TRAINER	MASAKU COUNTY TRAINING CENTRE	P.O. BOX 911, MACHAKOS
25.	TERESIAH MUASA	DIVISIONAL S.D.A. MATHER IN-CHARGE	MASAKU COUNTY CHILDREN HOME	P.O. BOX 149, MACHAKOS
26.	DOROTHY MWANGANGI	PROGRAMME OFFICER-DICECE	D.E.O. OFFICER	P.O. BOX 28, MACHAKOS
27.	EVARLYNE SUMA	NURSERY TEACHER	YANDAINI PRE-SCHOOL	P.O. IKALAASA

כרמל - המרכז הבינלאומי להכשרה ע"ש גולדה מאיר
THE GOLDA MEIR MOUNT CARMEL INTERNATIONAL TRAINING CENTRE

ON-THE-SPOT WORKSHOP on EARLY CHILDHOOD EDUCATION

in cooperation with
Masaku County Council
Machakos, Kenya
13th - 30th July, 1993

The workshop is organized by the Golda Meir Mount Carmel International Training Centre (MCTC), Haifa, Israel, in cooperation with the Masaku County Council, Masaku County Training Centre, Machakos, Kenya.

The workshop is designed for 30 participants - nursery school teachers and supervisors, dealing with children between the ages of 3-6 years.

Objectives of the Workshop:
At the termination of the workshop the participants will have:

- reviewed the educational philosophies and methodologies currently influencing Early Childhood Education in Israel
- extended their knowledge on language enrichment through a variety of activities, as a preparation for reading
- undergone a hands-on experience preparing learning activities for the 5-6 year old child

Methodology:
Studies in the workshop will be intensive and apply active learning methods. The topics are presented in short lectures and elaborated in group discussions and exercises in which the students pool their knowledge and ideas.

Israeli team:

Mrs. Janette Hirschmann	In charge of Early Childhood Education courses (in English) at MCTC
Mrs. Hagit Gor-Ziv	Lecturer at Kibbutz Teacher Training College, Tel Aviv, Israel

Kenyan Coordinator:

Ms. Janet Malinda	Locational Community Development Asst.; Trainer and supervisor of nursery school teachers

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PROPOSED DAILY PROGRAM

JULY 1993

Tuesday 13th	
	Arrival of the Israeli team in Machakos
Afternoon	Opening Ceremony of the Workshop
Wednesday 14th	
	Visit to kindergartens and community projects by the Israeli team
	Consultation with local organizers and final drafting of the course program
	Lectures by the Kenyan team
Thursday 15th	
8.30-9.30	Getting acquainted - trainees and instructors Participants' expectations Presentation of the program
10.30-11.00	Tea break
11.00-12.30	"Who is a 5-year old?"
	Developmental profile - cognitive, emotional, social and psycho-motor development (Working in small groups)
12.30-13.30	Lunch break
13.30-15.00	Developmental profile (contd.)
	Discussion: "How children learn"
Homework	Making a list of children's needs on the basis of "Who is a 3-5 year old" and "How Children Learn"
Friday 16th	
8.30-8.45	Songs and routines commonly used in kindergartens
8.45-10.30	Summary: "Children's needs"
	Lecture and exercise (in small groups): "What is reading?"
11.00-12.30	Lecture and exercise: Reading readiness
13.30-15.00	"Reading a story" Developing activities around the story (small group experience)
Homework	Preparing stories

Saturday 17th	
	Free
Sunday 18th	
	Free
Monday 19th	
8.30-9.00	Songs and routines commonly used in kindergartens
9.00-10.30	Writing stories in small groups - Developing activities around the story
11.00-12.30	Developing activities around the story (contd)
13.30-14.30	Presenting the stories and activities
14.30-15.00	Asking questions to promote cognitive and emotional development
Tuesday 20th	
8.30-9.00	Songs and routines commonly used in kindergartens
9.00-10.30	Playing games
11.00-12.30	Summing up: The contribution of playing games to the child's development
	Making games
13.30-15.00	Making games (contd) Presenting games
Homework	Making games
Wednesday 21st	
8.30-9.00	Songs and routines commonly used in kindergartens
All day	Going on a field trip (in small groups): - preparation - going on the trip - analysing and processing information brought in from the field trip - displaying and sharing the activities with the whole group
Thursday 22nd	
8.30-9.00	Songs and routines commonly used in kindergartens
9.00-10.30	Small group activity: Developing a topic
11.00-12.30	contd
13.30-15.00	Lecture/exercise: Socio-dramatic play

Friday 23rd	
8.30-9.00	Songs and routines commonly used in kindergartens
9.00-10.30	Presentation of an Israeli arrangement of the educational environment
	The daily schedule
11.00-12.30	Dialogue: "Children's needs and creating a child centered educational environment - what can be implemented/adapted to the Kenyan situation"
13.30-15.00	Introducing the idea of the small group projects - "Creating a model kindergarten using local resources"
Homework	Collecting materials for the group project
Saturday 24th	
	Free
Sunday 25th	
	Free
Monday 26th	
8.30-10.30	~~Visits to kindergartens~~
11.00-12.30	~~Feedback and discussion~~
13.30-15.00	~~Working on small group projects~~
Tuesday 27th	
8.30-12.30	Exercise and discussion: Working with parents
13.30-15.00	Working on small group projects
Wednesday 28th	
8.30-12.30	Exercise and discussion: Principles of counselling and supervisiron
13.30-15.00	~~Working on small group projects~~
3-5	Israel afternoon
Thursday 29th	film about kids
8.30-10.00	Open discussion:
11.00-12.30	Setting up the exhibition of projects: Setting up a model kindergarten using local resources
13.30-15.00	Presentation of projects and written guide for each corner/activity

Kenyan Day
Juvenile Delinquency
NAECE

film about Kindergarden in ISRAEL

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Friday 30th
8.30-10.30 Written evaluation

Closing discussion

Exhibition

Closing Ceremony

Feedback session with
Mr. Stephen Mbondo and Ms. Janet Malinda

Saturday 31st

Departure of Israeli team for Ethiopia

* * * * *

As mentioned above, the workshop is conducted using a "hands-on" methodology.The participants will be divided in to small groups for most of the activities. It is therefore necessary to have a large working space.

Materials required:
- Slide projector and video VHS projector
- Facilities for copying written and learning materials to be distributed to the participants
- Large sheets of newsprint or brown wrapping paper for posters
- White paper, coloured paper, poster paints, crayons, thick paint brushes
- Scissors, glue
- Waste materials - bamboo, saw dust, wood cut-offs, empty cartons, toilet rolls, empty plastic containers, bottle tops, screw tops of tooth-paste tubes, etc.

Haifa, 1st June Ref. JPRKENYA/4

Appendix 3

כרמל – המרכז הבינלאומי להכשרה ע"ש גולדה מאיר

THE GOLDA MEIR MOUNT CARMEL INTERNATIONAL TRAINING CENTRE

Haifa, 30th April, 1993

Ambassador Arieh Oded

FAX: 00 254 2 715966

For: Mr. Steven Nbondo
County Clerk
Masaku County Council
Machakos - KENYA

Dear Mr. Nbondo,

In order to plan the on-the-spot course in Machakos, we need more detailed information than we have received from the local contact person, Ms. Janet Malinda.

We have tried continuously to reach hyer by telephone, but the number is always engaged. Please advise us how to make direct contact and when the most convenient time is. An alternative is that she phone us (972-4-375904) Our questions are:

1) What is the age of the children that the course participants deal with daily

2) Have the course participants had any previous training in Early Childhood Education? Please comment. How much experience, on the average, do they have in working with preschoolers?

3) As the course is on Early Childhood Education, we would like to contribute in the areas of organizing an educational environment; providing activities in language enrichment as a preparation for reading and writing; children's developmental needs; working with parents and teachers, i.e. human relations/ communication; community needs in relation to early childhood.
Does that meet with your approval?

4) Since we arrive on the day of the opening of the course (13.7) and we need to see kindergartens and community projects before we start teaching, and we need time to have discussions with the local team, is it possible for them to teach on the 14.7).

Enclosed is a one-page questionnaire which should be completed by the thirty course participants and be available for the Israeli instructors on their arrival. Hoping for an immediate response,

Sincerely,

Janette Hirschmann

Janette Hirschmann
Director of the course

רח' דוד פינסקי 12, ת.ד. 6111, חיפה 31060. טל. 375904, 04-383500, פקס. 04-375913

12, David Pinsky St., P.O.B. 6111, Haifa 31060 Israel. Tel. 972-4- 375904, 383500, Fax. 972-4-375913

Appendix 5

SPEECH BY THE CHAIRMAN, MASAKU COUNTY COUNCIL CLR. FRANCIS M. KASOA ON THE GRADUATION DAY OF THE ON-THE-SPOT-COURSE AT MASAKU COUNTY TRAINING CENTRE ON 30TH JULY, 1993

THE GUEST OF HONOUR YOUR EXCELLENCY THE ISRAEL AMBASSADOR DR. ARYE ODED, THE TWO DISTINGUISHED ISRAEL LECTURERS JANETTE HIRSCHMAN & HAGGITH GOR ZIV, THE DISTRICT COMMISSIONER, MACHAKOS, THE COUNTY CLERK, THE OCPD, YOUR WORSHIP THE MAYOR, MACHAKOS MUNICIPAL COUNCIL, THE TOWN CLERK, MACHAKOS MUNICIPAL COUNCIL, ALL OTHER GOVERNMENT HEADS OF DEPARTMENTS, MEMBERS OF PRESS, DISTINGUISHED GUESTS, PARTICIPANTS, LADIES AND GENTLEMEN.

WITH DUE RESPECT TO THIS OCCASION AND ON BEHALF OF MASAKU COUNTY COUNCIL, I WOULD LIKE TO TAKE THIS OPPORTUNITY TO WELCOME YOU ALL INTO THIS INSTITUTION AND FEEL AT HOME.

OUR GUEST OF HONOUR, PLEASE TAKE A NOTE THAT THIS CENTRE BEGAN EARLY IN 1951 HEADED BY THE D.C.'S WIFE AND INITIALLY CARTERED FOR COOKERY, KNITTING, CHILD CARE, LAUNDRY SKILLS, HOUSE WIFERY & FAMILY RELATIONSHIPS, AND TIE AND DYE TECHNOLOGY TO MOTHERS. PRESENTLY THE CENTRE IS BEING RUN BY MASAKU COUNTY COUNCIL, AND CARTERS FOR PRE SCHOOL TEACHERS TRAININGS, GOVERNMENT DEPARTMENTAL MEETINGS AND SEMINARS, NGO'S, PRE WEDDINGS OCCASIONS, HARAMBEE FUND RAISINGS ETC.

I WOULD ALSO LIKE TO EXTEND MY SINCERE THANKS TO H.E. THE AMBASSADOR AND HIS TEAM TO HAVE SELECTED THIS INSTITUTE TO HOLD **'ON THE SPOT COURSE'** FOR THE FIRST TIME AND DO WISH THE SAME TO BE SO IN FUTURE. MASAKU COUNTY COUNCIL HAS NO OBJECTION WHATSOEVER BUT WELCOMES SUCH ONCE MORE COURSES AGAIN.

I NOW CALL UPON YOUR EXCELLENCY THE AMBASSADOR TO ADDRESS THE GATHERING. WELCOME YOUR EXCELLENCY.

CLR. FRANCIS M. KASOA
CHAIRMAN
MASAKU COUNTY COUNCIL

Appendix b

MASAKU COUNTY COUNCIL

EARLY CHILDHOOD GRADUATION PROGRAMME
30TH JULY, 1993

10.00 A.M. - 10.15 A.M.	ARRIVAL OF INVITED GUESTS
10.15 A.M. - 10.30 A.M.	ARRIVAL OF GUEST OF HONOUR
10.30 A.M. - 10.40 A.M.	VIEWING OF DISPLAY MATERIALS
10.40 A.M. - 10.45 A.M.	ASSEMBLE IN THE DINING HALL
10.45 A.M. - 10.50 A.M.	OPENING PRAYERS
10.50 A.M. - 11.20 A.M.	I N T R O D U C T I O N S
11.20 A.M. - 11.40 A.M.	ENTERTAINMENT BY PARTICIPANTS
11.40 A.M. - 12.00 NOON	INTRODUCTORY WORD BY WARDEN Mythike SHORT SPEECH BY ONE PARTICIPANT ON BEHALF OF OTHERS JANETTE HIRSCHMANN. DISTRICT COMMISSIONER, MACHAKOS TO MAKE A SPEECH Anne Reno (DO II) WELCOME SPEECH BY CHAIRMAN, MASAKU COUNTY COUNCIL MR KASOA.
12.20 P.M. - 1.00 P.M.	GUEST OF HONOUR'S SPEECH, AWARDING OF CERTIFICATES OFFICIAL CLOSURE OF COURSE
1.00 P.M.	L U N C H

D E P A R T U R E

Mrs. Blanche Mwikali Mumina
P.O. Box 291
MACHAKOS- Tel. ~~295~~ 21850 Machakos

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REPUBLIC OF KENYA

MASAKU COUNTY COUNCIL

STATE OF ISRAEL

MASHAV

The Golda Meir Mount Carmel
International Training Centre (MCTC)

Certificate of Participation

This is to certify that:

_____

attended and successfully completed a Course titled

"Early Childhood Education"

Held at the Machakos Training Centre

from 13.7.93 to 30.7.93

Number of Course Hours: _____

Clerk of Masaku County Council	Course Director	Ambassador of Israel

Appendix 7

Appendix 8

RE:-MS1/CD/5/TV/193.

COUNTY COUNCIL OF MASAKU
13 JUL 1993
RECEIVED

COUNTY SOCIAL DEVELOPMENT OFFICE,
MASII DIVISION,
P.O. BOX 219.
MASII.
8th JULY 1993.

The Clerk to Council,
Masaku County School,
P.O. BOX149.
MACHAKOS.

RE:VISIT OF ISREAL LECTURERERS ON 14/7/93. PROGRAMME:

8.30.a.m.— Arrival at Divisional Office Masii.

9.00.a.m.— Visitors will see Pre-School Children at Masii Township Pre-school

9.30.a.m.— Break for Tea.

9.45.a.m.— Visitors leave for Makkalu Pre-school.

10.00.a.m.— Visitors will see Child monitoring being conducted at Wamunyu Location Pre-schools.

11.30.a.m.— Visitors leave for Katangi South Handcrafts Projects.

1.00.p.m.— Visitors leave for Ndumbi W/Group in Masii Location.

2.00.a.m.— Visitors will visit Ndumbi W/Group Poultry keeping, Poshomill, Rental House, a store and a Tree Nursery.

4.00.p.m.— Late Lunch.

5.00.p.m.— Visitors leave at their pleasure.

NDUMBI WOMEN GROUP
P.O BOX 55
MASII - MKS

LIFE HISTORY OF THE NDUMBI WOMEN-GROUP

FIRST LEG -Ndumbi women group was formed in 1975, they started with soil concervation in their lands.

SECO. LEG. -after they finished doing soil concervation they decided to build a poutry house after they build wallplate the county council helped them with iron sheets and runing feet

THIRD LEG -after we finished poultry we decided to buy a plot which costs 10,000,000 after we finished buying we strted building wall-plate, after finishing, we started building a store for buying maize another one for business, 6 rooms for lodging and the community helped with roofing.

FOURTH LEG. -After we finished building a store, we decided to build a posho-mill house we build from wall-plate up to roofing without any help. We were offered the posho mill thro mks.

FIFTH LEG -We have started bed-seeds, already we have 3,610 trees ready to plant.

OUR AIM

1. We need to be helped with solar inorder to operate our posho-mill because the diesel has become too expensive.

2. We need to be helped with pick-up for transporting maize from one place to another, so if we get a pick-up our business will be possible to do it.

MEMORANDUM

1. Since its formation in 1975, Ndumbi women group has been obedient to the government and its policies.

2. We appreciate the assistance that has been given in all things we have done.

3. We were assisted with a maize mill in 1986 and since then we are doing well.

4. We get good business when there is alot of maize and since our engine is not powerful we do not satisfy the local need.

5. We therefore kindly request for assistance with 2 diston mill that has a greater power so as to cope with the need by the local people.

6. We have a store for maize but our major problem is a truck for transporting the maize from different areas.

7. We have been willing to buy maize but due to transport problems we have not been able. So kindly assist us with a pick-up.

8. Since the fuel prices have gone up we are incurring alot of expenses on purchase of diesel. The engine uses 20 litres per day costing sh. 500.00 on 3 bags totalling to sh. 210.00. Thus we are operating at a loss.

9. We are very grateful as Ndumbi women group to be visited by you.

Yours
Anna Munyiva Kaloki.

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Appendix 9

TELEGRAMS: NZAMA KUU
TEL. MACHAKOS 21696/7

OUR REF. NO. MCC. /MCTC/49/

County Council of Masaku
P.O. Box 149
Machakos

Date 20th July, 1993

The Headmistress,
Masaku County Children's Home Pre School,
P. O. Box 149,
MACHAKOS

MIDP Pre School,
MACHAKOS

The Municipal Council of Machakos Pre School,
P. O. Box 262,
MACHAKOS

3-4 .26 1
5-6 38 1-2 1-20 additional

(1) The Technical Pre School,
MACHAKOS

(2) Muthini Private Pre School,
MACHAKOS

The Catholic Pre School,
MACHAKOS

STUDY VISIT

You are kindly informed in advance that a group of some field officers who are undergoing a 3 weeks ON THE SPOT COURSE at Masaku County Training Centre have selected unanimously to visit your centre basically to learn on the activities carried on in your centre for a short time and leave for another place.

You are therefore requested to welcome them and set them free when they are through with their observations. The visit will be on 21st July, 1993 and the group will be of 15 or 16 participants.

...../2

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The visit will be as shown:

GROUP A (15 people)

a) Municipal Pre School	8.30 a.m. - 9.30 a.m.
b) MIDP Pre School	9.35 a.m. - 10.30 a.m.
c) Machakos Children's Home P.S.	10.45 a.m. - 12.00 noon

GROUP B (15 people)

a) Catholic Pre School	8.30 a.m. - 9.30 a.m.
b) Muthini Private Pre School	9.35 a.m. -10.30 a.m.
c) Technical Pre School	10.45 a.m. - 12.00 noon

After that the team will go back to MCTC for other activities to follow after lunch.

Hoping for your favourable respond on the said programme and wishing you the very best on your endeavour now and in future.

HARRISON N. MUTHIKE
WARDEN
MASAKU COUNTY TRAINING CENTRE

c.c. The County Clerk,
Masaku County Council,
MACHAKOS (for information)

The District Nursery Schools Supervisor,
Municipal Council of Machakos,
MACHAKOS (for information)

The Nursery Schools Programme Officer,
Catholic Diocese,
MACHAKOS (for information)

Appendix 10

1992

ON THE SPOT COURSE ON EARLY CHILDHOOD EDUCATION WHO IS A FIVE YEAR OLD

On the spot course in early childhood education was mounted at Machakos in English by Janette Hirshman and Haggith Gorziv of Mount Carmel training centre. They emphasised more on the exploitation of local resources and the use of low cost materials to make games and activities so that children can learn through play, and through actions. Local Co-ordinator of the course was Janet Malinda, Locational Community Development Assistant/Trainer at the Masaku County Training centre and graduate of August, 1992, Rural Community development with emphasis on the role of Women course at ~~Masaku County~~ Mount Carmel Training Centre.

The official opening of the course by Masaku County Council Chairman held in the presence of the second Secretary Roey Gilad from the Israel Embassy, Nairobi. The Chairman of Masaku County Council expressed his warmly honoured welcome to the two Israel lectures to feel at home when they are at Machakos and he said, he is happy to see this on the spot course which is being launched at Machakos and the first course of this sort to be conducted in Kenya this year.

He thanked the embassy of Israel representatives of giving Masaku County Council the first priority of mounting such a course at the Council's training centre in Machakos. He also requested more courses of this type in near future.

Twenty seven participants both men and women took part in three weeks course which was given on the premises of the Masaku County Training centre.

All participants were employees of the County Council, among them were Divisional Community Development Assistants, Locational Community Development Assistants and Pre-school teachers who normally deal with the children from 3 - 6 years, there were also observers from the District Centre for Early Childhood Education, Machakos Branch (Ministry of Education).

Some participants had more experience on the early childhood education and some had less experience.

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When the two Israel lectures visited some rural Kindergartens and some Community Projects in one of the locations (Masii) in Machakos district, Janette Hirshman who is incharge of Early Childhood education courses at MCTC Haifa, recounts, "At every place they visited, they were interested by the hospitality of the people and the wonderful songs sang by children and Women danced traditional dances.

The course comprised of discussions, lectures and educational visits to some kindergarttens both in rural and Urban areas.

At the beginning of the course the participants, turned students for the duration of the course, got to know one another through interactions in discussions and exchanging their views and experiences.

They played games, talking about themselves and what they like, making story books etc. Much time was devoted to deliberating different issues concerning the young 3 - 6 years. How do young children learn? What should children learn? What activities are better? Who is a 5 year old? Involved discussions. They tackled it from several angles, emotional, psychological and intellectual, coming up with different ideas about such aspects as for example, the length of a 5 year old span of concentration, and they need to handle things by themselves. Some participants said that they need 15 minutes, while other came up with different ideas.

The participants also discussed about children's need and in small groups discussed what is reading? and did an exercise on reading readiness and reading a story then develop activities around the story.

The participants were divided into groups, some working at clay modelling, sorting and matching different animals, playing games others drawing different animals and writing a story from the animals and later develop activities around the story.

The participants had an exercise and discussions on working with parents and they came up with ideas on how to mobilise the parents in assisting and helping in making materials. They also had discussion on the principles of counselling and supervision.

All the participants went on nature excursions from which they bought back living things, such as insects, ants, lizards, butterflies, cackoons, which they could observe, draw and analyse scientifically or they brought all kinds of plants, banana leaves, maize, flowers, fruits etc which they were to sort and group according to different aspects. With objects such as leaves, flowers the participants could indulge in playing games, matching and pairing, sorting and grouping colours, shapes and placing them according to sizes from large to small.

The last session of the course was devoted to evaluation. Many of the participants said they had developed deeper insight into the workings of 3 - 5 year olds. Some expressed how they are able to use the local available resources that are low cost to make materials, and some without buying e.g. toilet rolls, Bambno, Bottle tops, waste papers etc. They all enjoyed the methodology of the course and the discussions which enabled every one take part in participating instead of lecturing.

The participants enjoyed the three weeks and appreciated the opportunity given by the Council and making life smooth all through out their stay at the training centre and they wish another course to be mounted again, furthering higher skills on the course.

The participants enjoyed and they were interested by the lecture made to them about the state of Israel, they felt as if they were in Israel although they haven't had a chance of going there, by Roey Gilad, the second Secretary in present of his excellency the Israel Ambassador Arye Oded, the honourable Chairman (Masaku County Council) Councillor Francis Kasoa and the County Clerk Mr. Stephen Mbondo.

The participants were also interested by the invitation of other lectures, who made lectures concerning small children.

The concluded by saying they loved their lecturers and their teachings. And they will utilize the skills and the knowledge gained on the three weeks to implement by organizing seminars and workshops for other employees and educate them to have the know how on early childhood education.

Prepared by:

Janet Nzilani Malinda
Participant/Co-ordinator
"On the Spot course on early
Childhood Education" held
at Masaku County Training
Centre between 13/7/93 -
30/7/93